



# **Every Student Succeeds Act (ESSA) Alaska State Plan**

*Presented by:*

*Alaska Department of Education and Early Development*

*Dr. Susan McCauley, Education Policy Coordinator*

*Margaret MacKinnon, Director of Assessment & Accountability*

*Jerry Covey, JSC Consulting*



## Today's Objectives

- Understand how Alaska is developing a plan to use ESSA to support our vision for Alaska's education system;
- Understand the new requirements under ESSA;
- Understand the timeline and process for the development of Alaska's ESSA State Plan; and
- Provide feedback on the options identified by DEED's ESSA Development Team for Alaska's State Plan.

# Topics & Format

- Review Agenda
- General approach for the day
- Housekeeping



# Alaska's Vision for Public Education



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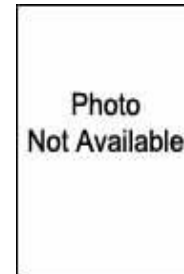
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Dr. Michael Johnson

# Alaska's Vision & Mission for Public Education

## *Vision Statement*

All students can:

- Succeed in their education and work,
  - Shape worthwhile and satisfying lives for themselves,
  - Exemplify the best values of society, and
  - Be effective in improving the character and quality of the world about them.
- AS 14.03.015

## *Mission Statement*

An excellent education for every student every day.

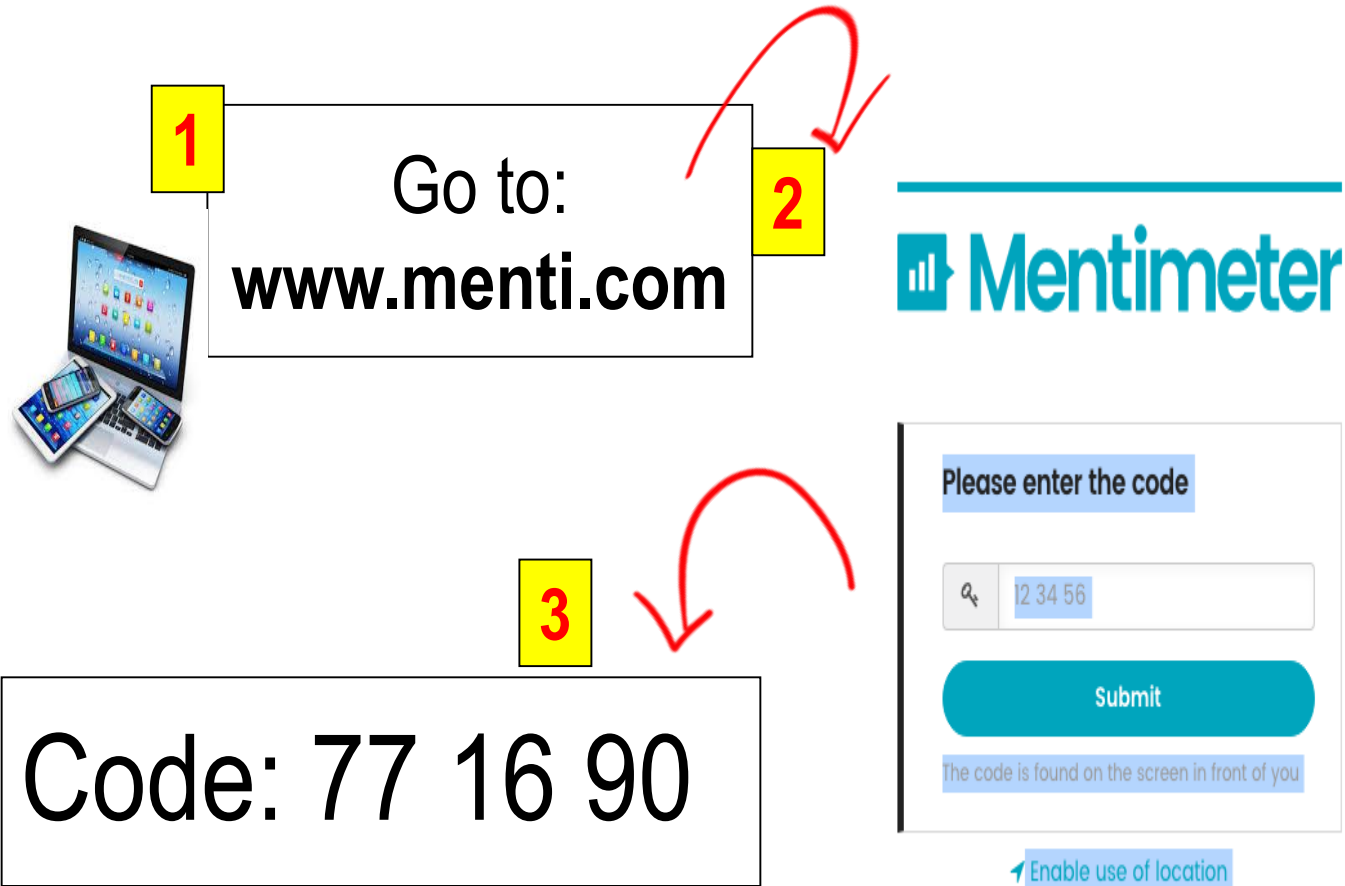


# Strategic Objectives

1. Increase student achievement
2. Inspire community ownership of educational excellence
3. Modernize the education system
4. Ensure excellent educators
5. Promote safety and well-being

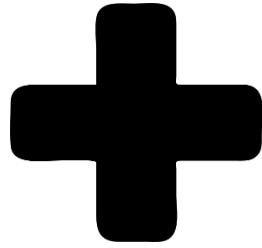






- Taking one objective at a time, discuss with your table group the opportunities and challenges for accomplishing the objective.
- Individually, record in Mentimeter (or on the paper form) one opportunity and one challenge.
- Example for *ensure excellent educators*:
  - *Opportunity: redesign of UA's educator preparation programs*
  - *Challenge: changing nature of Alaska's economic reality*

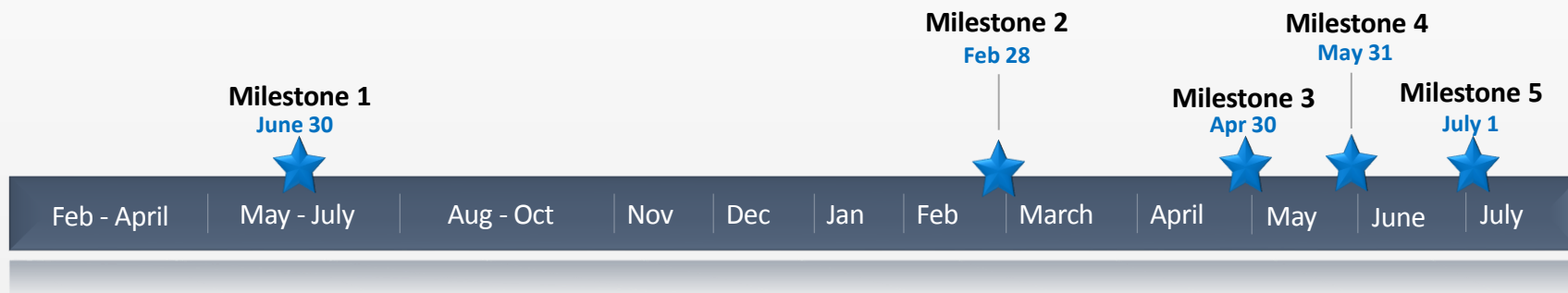




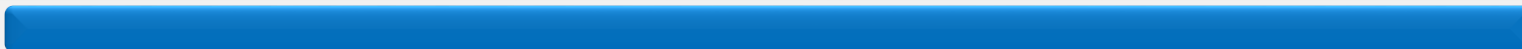


# ESSA State Plan Development Timeline

**2016-17**





**Monthly Advisory  
Committee Meetings**




**Milestone 1:**  **Apr - June**  
*Focus Group Meetings and State-Level Conferences*

**Milestone 2:**  **May – Feb**  
*State Plan Development of Options and Public Feedback*

**Milestone 3:**  **March - Apr**  
*Draft State Plan – Public Comment*

**Milestone 4:**  **May**  
*Final Public Comment*

**Milestone 5:**  **July 1**  
*Submittal to ED*

# Primary Methods for Stakeholder Involvement



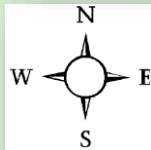
Advisory Committee



Focus Groups



Work Groups



State Leadership

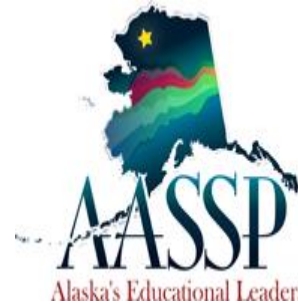


Public at large

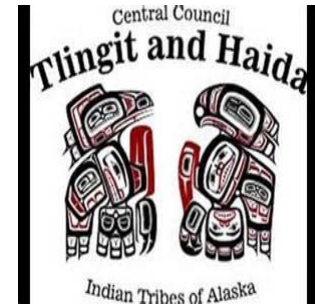
# Focus Group Examples



Tanana  
Chiefs  
Conference



Alaska  
**PTA**



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## Preparing College, Career, & Culturally Ready Graduates

STANDARDS

ASSESSMENTS

ACCOUNTABILITY

ESSA

PARENTS & COMMUNITY

SUPPORT

Click on star for information and resources.

James K. Fields  
STATE BOARD CHAIR

Dr. Michael Johnson  
COMMISSIONER

# ESSA Website

*education.alaska.gov/akessa*

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STATE OF ALASKA > EED > EVERY STUDENT SUCCEEDS ACT (ESSA)

## Every Student Succeeds Act (ESSA)

Fact Sheets FAQs Timeline

Overview Stakeholder Engagement Standards & Assessments Accountability School Support & Improvement Draft State Plan

### View the ESSA State Plan Webinar Presentation

To view the ESSA State Plan webinar presentation by EED visit the Public at Large section under the Stakeholder Engagement tab.

### Overview

The Every Student Succeeds Act (ESSA) was passed by Congress and signed by the President in December 2015. ESSA reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and will replace No Child Left Behind (NCLB) and Alaska's current NCLB Flexibility Waiver. Alaska's transition to, and implementation of, ESSA will be a thorough and thoughtful process informed by meaningful consultation with state and local education stakeholders.

ESSA requires that State Educational Agencies (SEAs) develop a State Plan addressing three components: Standards and Assessments; School, District, and State Accountability Systems; and School Support and Improvement.

SEAs must develop state plans "with timely and meaningful consultation with the Governor, members of the State legislature and State board of education, local educational agencies, representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents." (Every Student Succeeds Act, Sec. 1111)

Federal regulations and guidance are being developed on an ongoing basis by the U.S. Department of Education (ED) to direct and support implementation of ESSA.

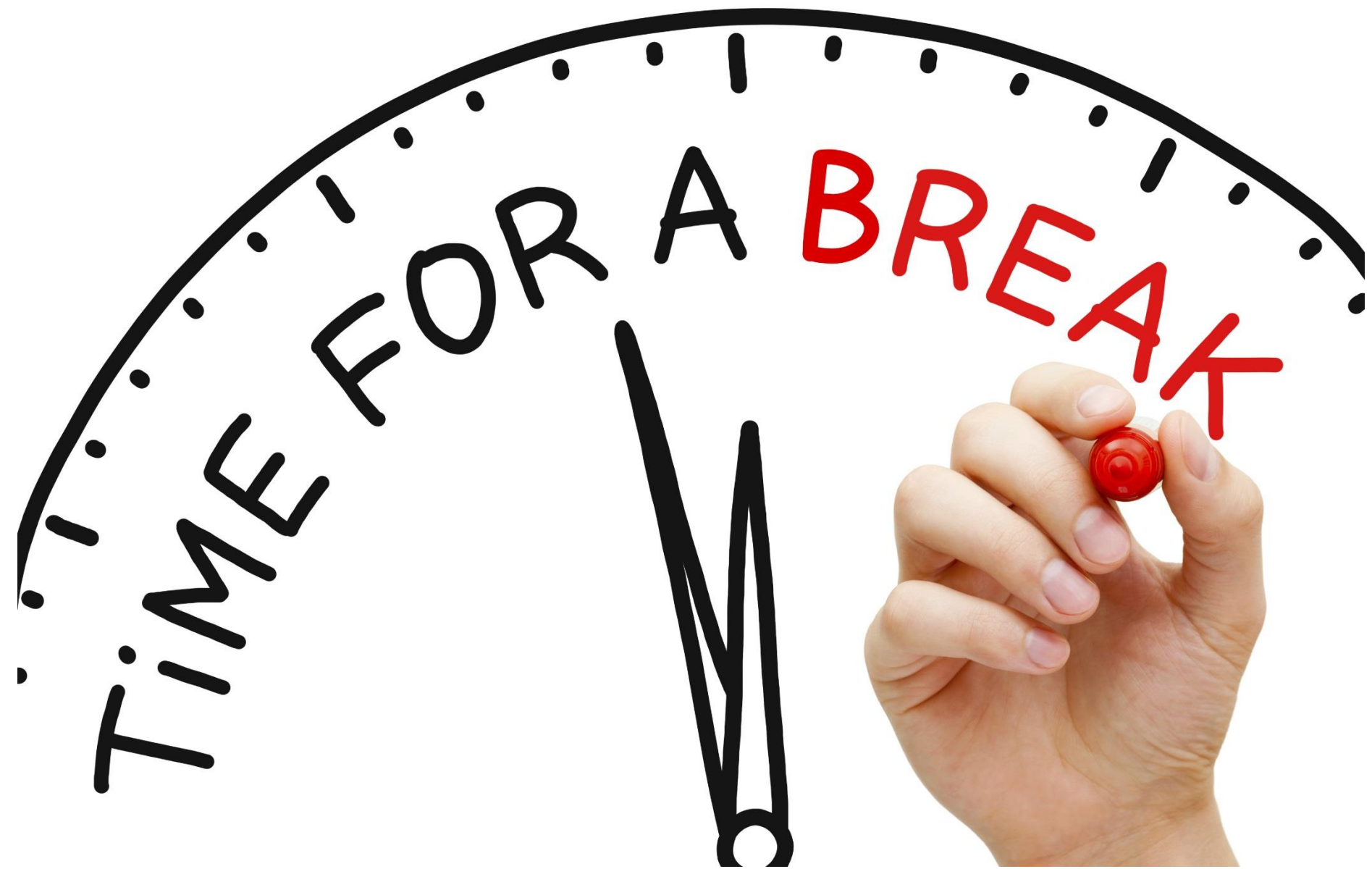
To facilitate the transition to ESSA, the Alaska Department of Education & Early Development (EED) is conducting a review of the work required to fully implement the new law. As with implementation of any program of such significance and complexity, changes will over the course of months and even years. Some changes were initiated immediately upon signing, some will be implemented relatively quickly, and others will be finalized over the course of the next two years only upon receipt of additional federal regulations and guidance, and collaborative input by state and local education stakeholders.

### Timeline and Transition: ED Established Milestones

- ED has a year from the date of enactment (December 10, 2015) to issue final regulations. View updates from [ED](#).
  - [ED Press Release on Proposed ESSA Regulations \(5.26.16\)](#)
  - [Read ED's Notice of Proposed Rulemaking: Accountability, State Plans, and Data Reporting \(5.31.16\)](#)
    - [Read EED's Comments on Proposed Regulations: Accountability, State Plans, and Data Reporting \(submitted 7.28.16\) \(pdf\)](#)
  - [ED Summary: Proposed Regulations on Accountability, State Plans, and Data Reporting under ESSA](#)
  - [ED Accountability Chart: Then and Now \(NCLB to ESSA\)](#)

Back to







Transitioning  
TO THE  
EVERY STUDENT SUCCEEDS ACT





- Share a 30,000 ft. view of ESSA provisions
- Communicate three key elements of the State Plan and what is required by ESSA
- To collectively examine (think together), discuss, and gather your voices on key elements of the State Plan



# ESSA Overview

*A 30,000 foot view*

# Elementary and Secondary Education Act (ESEA)



## **ESEA Passed in 1965**

*Goal: To improve the quality of education for low income students*

*Reauthorized periodically by Congress*

## **No Child Left Behind (NCLB)**

2002 - 2015



## **Every Student Succeeds Act (ESSA)**

December 10, 2015



# ESSA Options for States



- Returns more control to the states, particularly in developing accountability systems and supports for school identification
- Removes highly qualified requirements for teachers and does not require student achievement data as part of educator evaluations
- Restricts federal authority in many areas

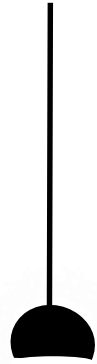


## Timeline for ESSA Implementation

- ESEA Flexibility Waivers ended August 1, 2016
- 2016-2017 school year – formula programs (Title I, etc.) same as under NCLB
- 2017-2018 school year – implementation of ESSA plans
- December, 2016 - final regulations from US Department of Education expected
- July, 2017 - State Plan submission

# ESSA State Plan

## Three Key Elements



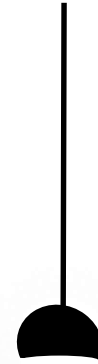
**# 1**

Standards &  
Assessments



**# 2**

Accountability



**# 3**

School  
Support &  
Improvement

# Standards & Assessments

- States must have challenging academic content standards in English language arts (ELA), mathematics, and science aligned with:
  - entrance requirements at public system for higher education
  - relevant state career and technical education standards
- Alaska adopted standards in ELA and mathematics in June 2012
  - aligned to University of Alaska requirements for credit-bearing courses without remediation
- Alaska's science standards and grade level expectations were last revised in 2006



# Content Assessments

- Content assessments required in ELA, mathematics, and science annually
  - ELA and mathematics: grades 3-8, at least once in grades 9-12
  - Science: at least once in grades 3-5, 6-9, & 10-12
- Alaska currently administers assessments yearly
  - ELA and mathematics in grades 3-10
  - Science in grades 4, 8, and 10

# New in ESSA

- Assessment model choice
  - Statewide tests can be given as **one end-of-year** (summative) test **OR** as **multiple interim tests that combine into one summative score**.
- High School Options
  - States may test in any of **grades 9-12** for the high school assessment.
  - States may allow a district to use a **nationally-recognized high school academic test** (such as ACT or SAT) **instead of** the state's high school test, as long as it is aligned to the state's standards and meets other requirements.

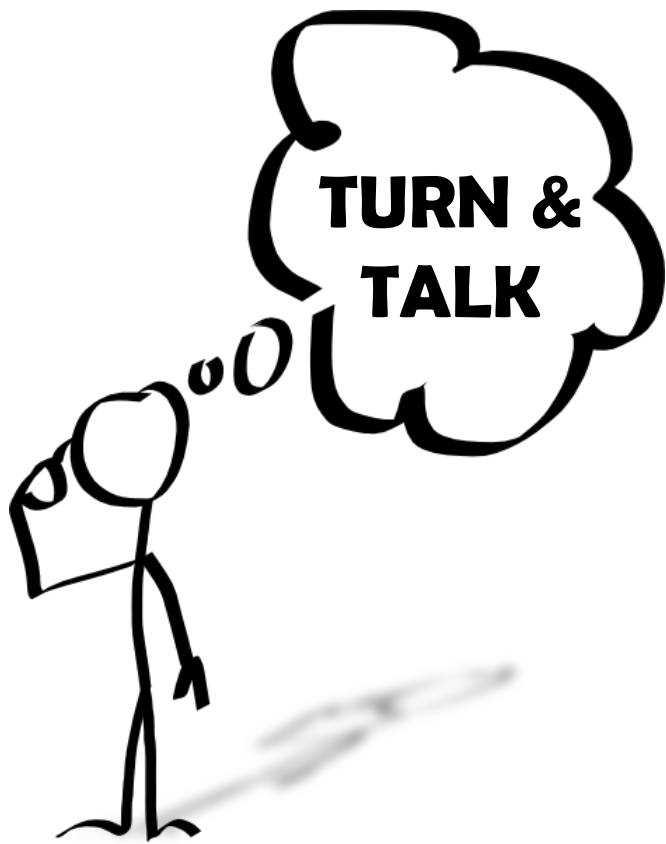
# Standards & Assessments

## *Key Considerations*

- Continued use or revision of standards
- Which grade(s) to test in high school
- If districts will have option to use a nationally-recognized high school test instead of the state high school test
- Use of an end-of-year summative test or several interim tests that combine into one summative score

*Note: assessment decisions have implications for design of the accountability system*





What thoughts or “aha’s” come to mind?

# State Accountability Systems

- State determines accountability system within ESSA requirements:
  - Must “meaningfully differentiate” schools
  - Must have ambitious state-designed long-term goals for all students and subgroups
  - Must include required indicators
  - May include additional indicators at state’s discretion
  - Must weigh the academic measures more heavily than the other indicators
  - Must include participation rate of at least 95%



# ESSA Accountability Indicators



## Required indicators:

- Academic achievement as measured by proficiency on state assessments
- Another measure of academic achievement (such as student growth)
- High school graduation rate

## New indicators:

- A measure of school quality or student success
- Measure of progress in learning English for English Learners

# Alaska's Current Accountability

- All schools rated on Alaska School Performance Index (ASPI) through overall score and star-ratings from 1 to 5 (5 is highest)
- Schools rated on metrics of academic achievement, growth, and attendance (grades K-8)
- High school grades (9-12) rated on same metrics plus graduation rate and college/career readiness
- Each school and district had targets to reduce the percentage of not-proficient students in half over six years

*Note: The accountability system is currently paused while the state develops a new system for ESSA*

# Accountability System

## *Key Considerations*

- Priority for indicators in the accountability system
- Indicator(s) for school quality or student success
- Design of system - overall rating for every school; design that provides information about areas of strengths and areas needing improvement in every school; other
- Clear and understandable explanation of how the 95% participation rate in assessments will factor into the accountability system





What thoughts or “aha’s” come to mind?

# Identification of Schools

- States must identify schools that require support:
  - For **comprehensive support**:
    - Schools that are in the lowest performing 5% of schools
    - High schools with graduation rates less than 67%
  - For **targeted support**:
    - Any school in which a subgroup of students is consistently underperforming
- States may identify **other categories** of schools, including those for recognition



# School Improvement & Support

- Under ESSA, no specific improvement **strategies** are required
  - Strategies must be **evidence-based** (*proven or likely to work based on success in other schools*)
- Currently, EED provides review and oversight for:
  - Priority schools (lowest performing 5% of Title I schools)
    - Specific interventions were required for Priority Schools
  - Focus schools and all 1- and 2-star schools
- District provides oversight of improvement plans for:
  - 3-, 4- and 5- star schools
    - 4- and 5- star school plans only required for subgroups that missed targets, graduation, or participation rates



# School Support & Improvement

## *Key Considerations*

- Activities, strategies, and interventions that work best for:
  - schools needing comprehensive support for all students
  - schools needing support for specific subgroups of students (e.g., English learners, students with disabilities)
  - Schools needing general support
- Criteria for evidence-based school improvement strategies





What thoughts or “aha’s” come to mind?



before we break for lunch  
we want to share some exciting news...

It's official!

DEED has joined social media – check us out

@AlaskaDEED

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Students in 2015 and 2016 Who Received a Certificate of Achievement Have Path to Diploma

State Board Repeals Student Data Requirement in Educator Evaluations

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#aklearns

Alaska learns because... template (pdf)

InDEED: Conversations About Learning Campaign Video

Press Release: DEED Launches Campaign to Recognize and Encourage the Importance of Learning (pdf)

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Vimeo @alaskadeed

Tweets

Tweets by @AlaskaDEED

Copper River Schools @CRSDAK

Copper River School District has been working hard to use #socialmedia to communicate this school year, and we... fb.me/88qOofsnQ

Vimeo @Vimeo

CONVERSATIONS A

VIDEO

aklearns

Embed View on Twitter

Photostream

AlaskaDEED's Photostream

Created with flickr slideshow.

The Alaska Department of Education and Early Development's (DEED) social media sites are for the purposes of sharing information and building a supportive and engaging community regarding public school education, libraries, archives, museums, and the arts in Alaska.

DEED asks that participants present information in a courteous and respectful manner that is on topic.

DEED does not endorse posted comments, images, and external hyperlinks by others and they do not necessarily represent the views of DEED, its staff,

# #backtoschoolak



Alaska DEED @AlaskaDEED · Aug 10

Enjoyed my time with NWABSD staff in Kotzebue Tuesday for their in-service. #backtoschoolAK



Alaska DEED @AlaskaDEED · Aug 16

THANK YOU to everyone who is helping students prepare for the 2016-17 school year - @AlaskaDEED appreciates you #backtoschoolAK



2



Alaska DEED @AlaskaDEED · Aug 17

Hope Skagway students are having a great first day of school today! #backtoschoolAK



2



Alaska DEED @AlaskaDEED · Aug 17

Are you ready to go back to school? @CajonValleyUSD inspired us and now we "can't stop the feeling!" #backtoschoolAK



**CAN'T STOP THE FEELING (PARODY) - Cajon Valle...**  
\*\*NO COPYRIGHT INFRINGEMENT INTENDED\*\*  
Parody of Justin Timberlake's "Can't Stop the Feeling".  
The Cajon Valley Union School District Governing Boa...  
youtube.com



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## A Message From DEED...

from Alaska DEED · 2 weeks ago via *Camera* | more



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A Message From DEED...  
from Alaska DEED

Welcome back to school Alaska from all of us at the Department of Education and Early Development.

<https://vimeo.com/alaskadeed>



Alaska DEED @AlaskaDEED · Aug 22

Thank you to Principal Hauser and students for showing me around Service High. #backtoschoolAK #aklearns @ASD\_Info



1



6







ASD Information @ASD\_Info · Aug 22

Fresh haircut and smile - he's ready for the first day! #BackToSchoolAK



Juneau Schools @JuneauSchools · Aug 17

Superintendent Miller rode the bus to Auke Bay Elementary today! Welcome back! #backtoschoolak



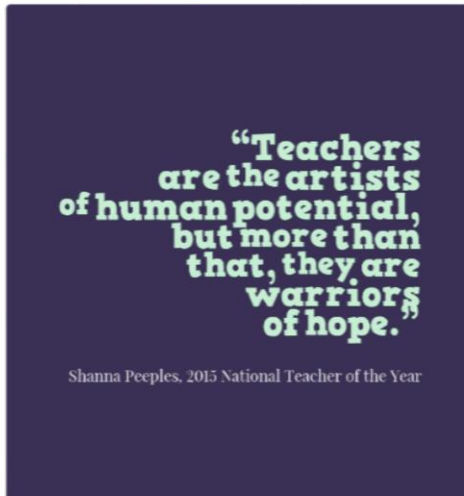
Sean Dusek @KPBSDsupt · Aug 23

Welcome back Ninilchik! #backtoschoolAK @kpbsd #bestdayever #greatschool



Sam Jordan @saminjuneau · Aug 18

Wishing all fellow #Alaskan educators a great start to the new school year #backtoschoolAK #akedchat @AlaskaDEED



Governor Bill Walker @AkGovBillWalker · Aug 17

Got to welcome students & teachers back to school @ North Pole Elementary this morning. @AlaskaDEED #backtoschoolak



ASD Information @ASD\_Info · Aug 22

Such a sweet moment. Youngster walking his big brother to school on the first day. #siblings #BackToSchoolAK







## Alaska Department of Education and Early Development

Published by CoSchedule App [?] · August 26 at 1:07pm ·

Congrats to Anchorage School District and Anchorage STReAM Academy your first week of school. #aklearns #backtoschoolak



### Anchorage's newest charter school wants students to go outside

Students are learning about recycling and, soon, fisheries. The school will bring in guest speakers and go on related field trips. And they plan to raise salmon fry in...

WWW.ADN.COM



## Alaska Department of Education and Early Development

Published by CoSchedule App [?] · August 23 at 1:30pm ·

Have an accounting background? Alaska DEED is looking to hire an Accounting Technician to support Mt. Edgecumbe High School.



### Accounting Technician II (PCN 05-6017)

\*\*This position is exempt from the current hiring restrictions. Qualified applicants are encouraged to apply. This position is open to Alaska Residents only. \*\*The Department of Education and Early Development is recruiting for an Accounting...

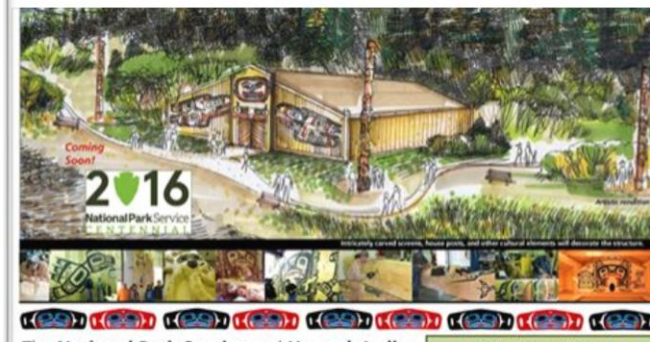
WWW.GOVERNMENTJOBS.COM



## Alaska Department of Education and Early Development

Published by CoSchedule App [?] · August 25 at 8:59am ·

Today is the unveiling of the Huna Tribal House at Glacier Bay National Park and the 100th birthday of the National Park Service. Watch the dedication via live-stream. #aklearns #NPS100 #FindYourPark



### Huna Tribal House Project - Glacier Bay National Park & Preserve (U.S. National Park Service)

Huna Tribal House Project



## Alaska Department of Education and Early Development

Published by CoSchedule App [?] · August 23 at 12:00pm ·

Alaska DEED congratulates Alaska's four recipients of the Presidential Award for Excellence in Mathematics and Science Teaching! #aklearns



### PAEMST » Congratulations! | PAEMST Recognition Program

The following teachers are the most recent recipients of the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST):

RECOGNITION.PAEMST.ORG



Alaska DEED @AlaskaDEED · Aug 12

"Every time a student learns, Alaska grows." – @AlaskaDEED  
Commissioner Johnson #YouthDay



4 6



Alaska DEED @AlaskaDEED · Aug 12

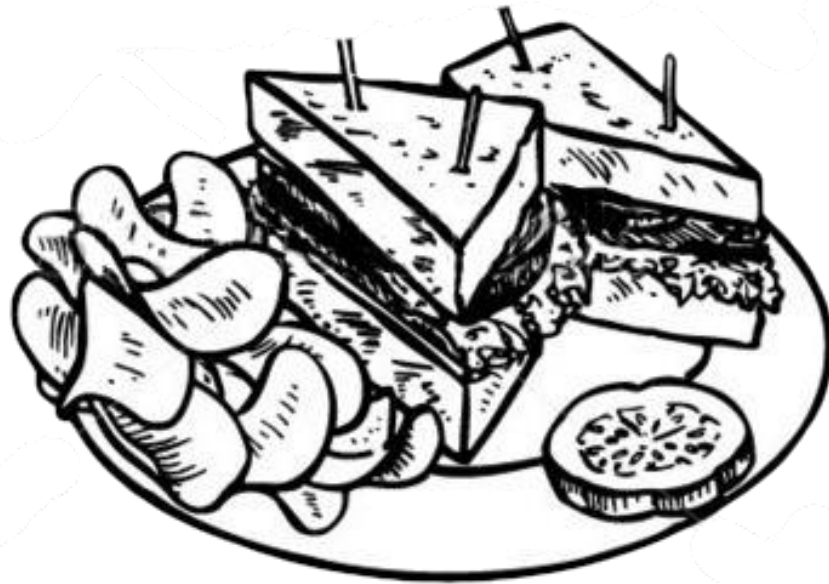
What DEED team gets the most calls this time of year? We Know! Teacher Cert @ 907-465-2831. Call us today! Enjoy our #FunFactFriday

2 2



# #aklearns video

<https://vimeo.com/186307149>



LUNCH

# Statewide Assessment Update

# Why Statewide Assessments?

- Inform parents, educators, and the public about how students are meeting Alaska's standards
- Provide data for school and system improvement
- Ensure equity of education for all students

*4 AAC 06.700*



# Why State Summative Assessment?

- State seeking summative (end-of-year) assessments in ELA, math, and science
  - “thin layer” for state purposes
  - minimize testing as much as possible
- Schools and districts
  - Interim and formative assessments provide more useful information for immediate feedback to support instruction for individual students

# Assessments for Spring 2017

- Request for Information (RFI) issued August 23, 2016
  - ELA, mathematics, and science
  - Prefer computer based, but want to offer paper based format for schools/districts that choose it
- Responses from vendors reviewed by DEED team and stakeholders
- Contract with vendor expected by late November

# Impacts of HB 156 Legislation



- Prohibits DEED from requiring schools to administer statewide assessment
  - Unless US ED intends to withhold any federal funds
  - DEED must still make assessment available
- Allows parents to withdraw their child from testing
- DEED exempt from state procurement laws when selecting an assessment vendor
  - HB 156 becomes effective October 26, 2016



# Decision Points: Topics & Format

- 4 topics related to Alaska's State Plan for ESSA
  - *n*-size
  - High school assessments
  - School quality and student success indicators
  - Supports for principals
- For each topic
  - Background
  - Considerations
  - Discuss and Respond



Minimum  $n$ -size

# Background

- The  $n$ -size is the number of students needed to be included in accountability data for a particular group.
- A group can be a:
  - School
  - Grade level
  - Subgroup
    - Race/ethnicity
    - Economically disadvantaged
    - English Learners
    - Students with disabilities

# Historical practice in school accountability (through 2011-2012)

## Adequate Yearly Progress (AYP)

- Participation
  - Minimum  $n = 20$
  - Applied to subgroups only
- Performance
  - Minimum  $n = 25$
  - Applied to subgroups only



# Historical practice in school accountability (2012-2013 & 2013-2014)

## ASPI School Progress indicator

- At least six students in one of four subgroups with valid growth scores
- 10 percent of the overall School Progress score was allotted to that subgroup's growth



# ASPI Example

Participation Rate	Number Tested	Number Enrolled	Participation Rate	Met Participation Rate	Points
Grades 3-10	501	506	99.01%	Yes	None, acts as a trigger to achievement denominator.

## K-8 Performance

Academic Achievement	Reading			Writing			Math			Points	Weighting	ASPI Points	
	Cnt Proficient	Cnt Tested *	Pct Proficient	Cnt Proficient	Cnt Tested *	Pct Proficient	Cnt Proficient	Cnt Tested *	Pct Proficient				
	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A				
School Progress	Growth All		Growth-AK Nat	Growth-Econ Dis		Growth-w/Disabs	Growth-LEP						
(Subgroup must have >5 students to be considered)	N/A		N/A	N/A		N/A	N/A			N/A	0	0.00	
Attendance Rate	N/A										N/A	0	0.00
									Total K-8 Points	0.00	0.00		

## 9-12 Performance

Academic Achievement	Reading			Writing			Math			Points	Weighting	ASPI Points
	Cnt Proficient	Cnt Tested *	Pct Proficient	Cnt Proficient	Cnt Tested *	Pct Proficient	Cnt Proficient	Cnt Tested *	Pct Proficient			
	421	497	84.71%	409	496	82.46%	351	494	71.05%	79.42	0.2	15.88
School Progress	Growth All		Growth -AK Nat	Growth-Econ Dis		Growth-w/Disabs	Growth-LEP					
(Subgroup must have >5 students to be considered)	97.54		89.45	89.23		84.01	N/A			94.55	0.4	37.82
Attendance Rate	91.20%									80.00	0.1	8.00
Graduation Rate	4 Year		Cohorts - 4 Yr	5 Year		Cohorts - 5 Yr						
	84.35%		2014	89.45%		2014				90.00	0.2	18.00
College Career Readiness	88.60									88.60	0.08	7.09
WorkKeys Participation	90.32%									50.00	0.02	1.00

# Historical practice in school accountability (2012-2013 & 2013-2014)

## Annual Measurable Objectives (AMOs)

- At least five students had to receive a valid assessment result in the baseline year for targets to be calculated.
- At least five students had to receive a valid assessment result in subsequent years to determine whether the target was met.



# What does ESSA say?

- Three considerations for determining the minimum *n*-size:
  - Do not reveal personally identifiable information
  - Must be statistically sound
  - Shall be the same for all students and each subgroup

# What does ESSA say?

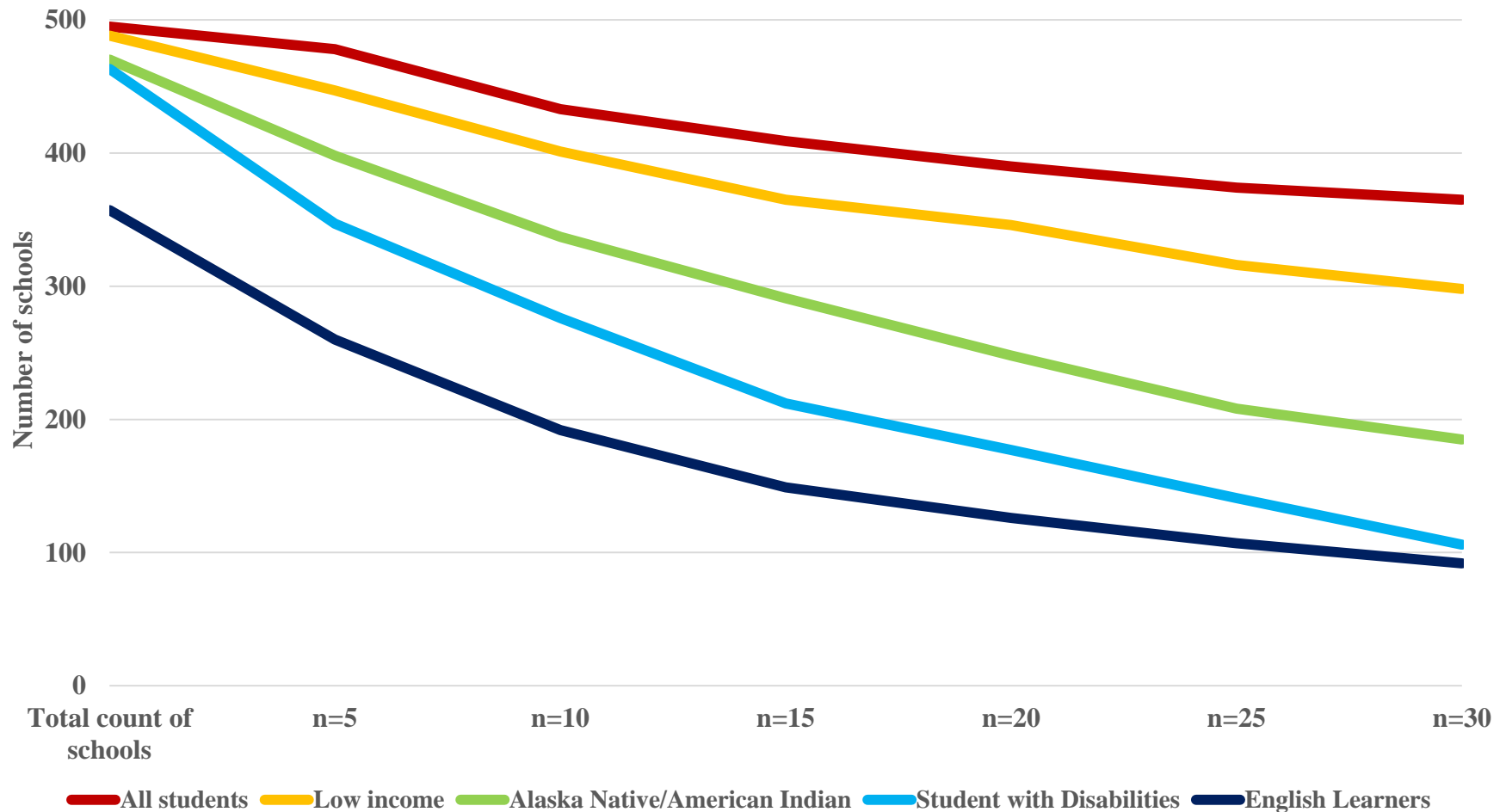
- DEED must report how the minimum  $n$ -size was determined
- Feedback required from stakeholder groups, including:
  - Teachers
  - Principals and other school leaders
  - Parents
  - Other stakeholders

# Considerations

- The Alaska Context
- Statistically sound
- Avoid masking subgroup performance



# Effect of $n$ -size on subgroup reporting



Note: Data are from the AMP ELA content assessment in 2015.

# Effect of $n$ -size on East High School

Group	Count of Tested Students	5	10	15	20	25	30
All students	1,060	✓	✓	✓	✓	✓	✓
Low income	545	✓	✓	✓	✓	✓	✓
Alaska Native/ American Indian	115	✓	✓	✓	✓	✓	✓
Students with disabilities	166	✓	✓	✓	✓	✓	✓
English Learners	151	✓	✓	✓	✓	✓	✓

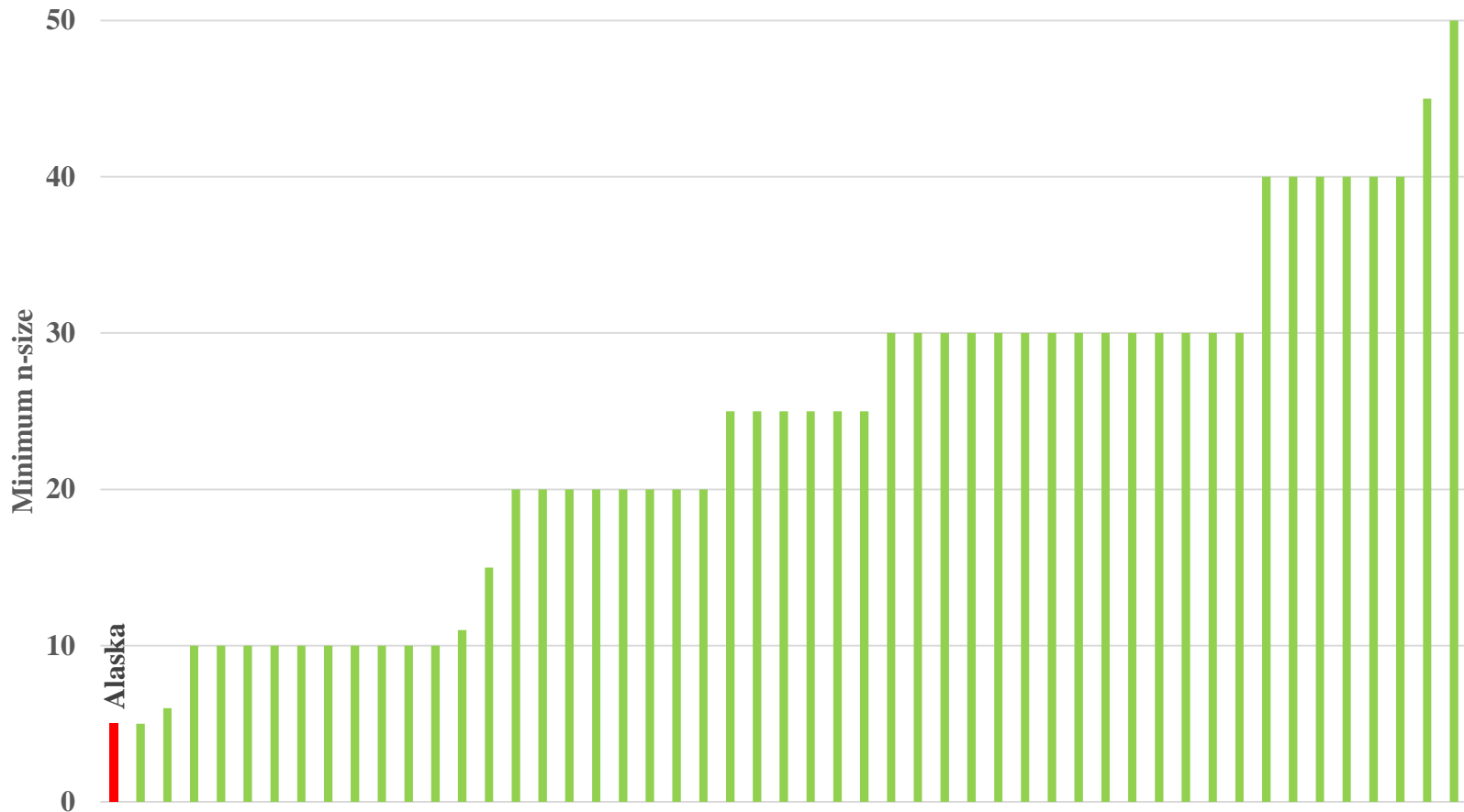
Note: Data are from the AMP ELA content assessment in 2015.

# Effect of $n$ -size on Valdez High School

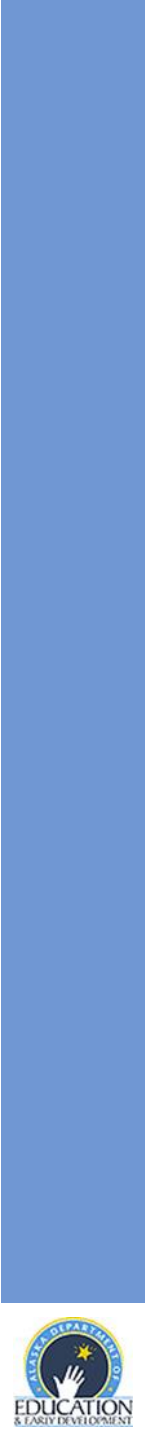
Group	Count of Tested Students	5	10	15	20	25	30
All students	80	✓	✓	✓	✓	✓	✓
Low income	16	✓	✓	✓			
Alaska Native/ American Indian	9	✓					
Students with disabilities	8	✓					
English Learners	1						

Note: Data are from the AMP ELA content assessment in 2015.

# What is the $n$ -size in other states?



Note: Five states have a different minimum  $n$  for different purposes. For this graph, the highest value was displayed.  
Source: Alliance for Excellent Education (<http://all4ed.org/wp-content/uploads/2016/06/NSize.pdf>)





- Discuss:
  - What do you think the “right” *n*-size is?
  - Why?
- Record your responses in Mentimeter or on the paper form.



# High School Assessments

# What does ESSA say?

- ELA and math at least once in high school
  - Science once in grades 10-12
- High school grades that can be tested now include 9-12
- Alaska has tested in grades 9 and 10 on the ELA/math assessment since 2002
  - Science tested in grade 10

# Considerations – measure growth?

- Measuring growth has been indicated as important by stakeholders
- If test in grade 9, can measure growth directly from grade 8
- If test in grade 10 or 11, possible to calculate growth, but need to look at technical questions



# Considerations - measure college- or career-readiness?

- Repeal of college- or career-ready assessment (CCRA) requirement
- If test in 9<sup>th</sup> or 10<sup>th</sup> only, may be possible to offer CCRA as option in grade 11
- If test in grade 11 only, state test could possibly measure college or career readiness

# More Considerations

- At what grade will high school students most successfully test?
- What grade will give the most useful information?
- Varied course trajectories for math: 10<sup>th</sup> grade?
- If state test in 9<sup>th</sup> and/or 10<sup>th</sup>, may be possible to offer ACT, SAT, WorkKeys, or other CCRA choice in grade 11
- Testing in one high school grade minimizes testing time

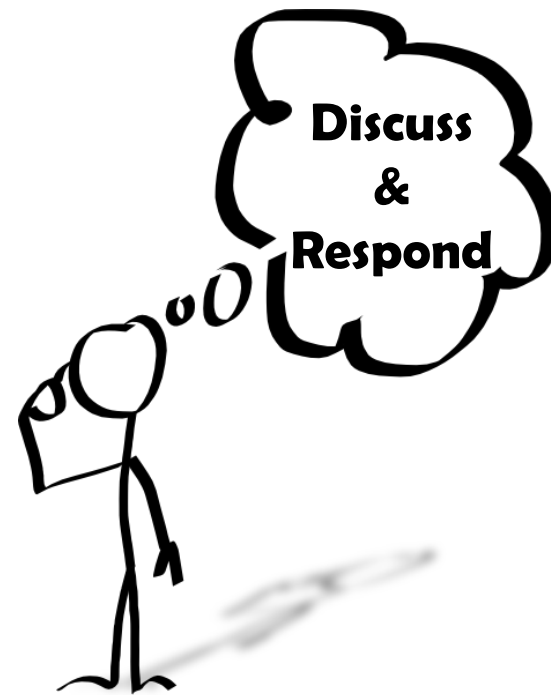


# Use of ACT or SAT?

- Use for both assessment requirement and college admissions/planning?
- Equity for students with disabilities or English learners in availability of accommodations and/or equity in not having a college-reportable score?
- Cultural relevance?
- What about career readiness assessment for non-college bound students?
- Most appropriate for grade 11?



- Discuss:
  - In how many high school grades should Alaska test?
  - If Alaska tests in only one high school grade, what grade should it be?
  - Why?
  - Should Alaska consider using the ACT or SAT in 11<sup>th</sup> grade to meet the high school assessment requirement? Why?
- Respond in Mentimeter or on the paper form.



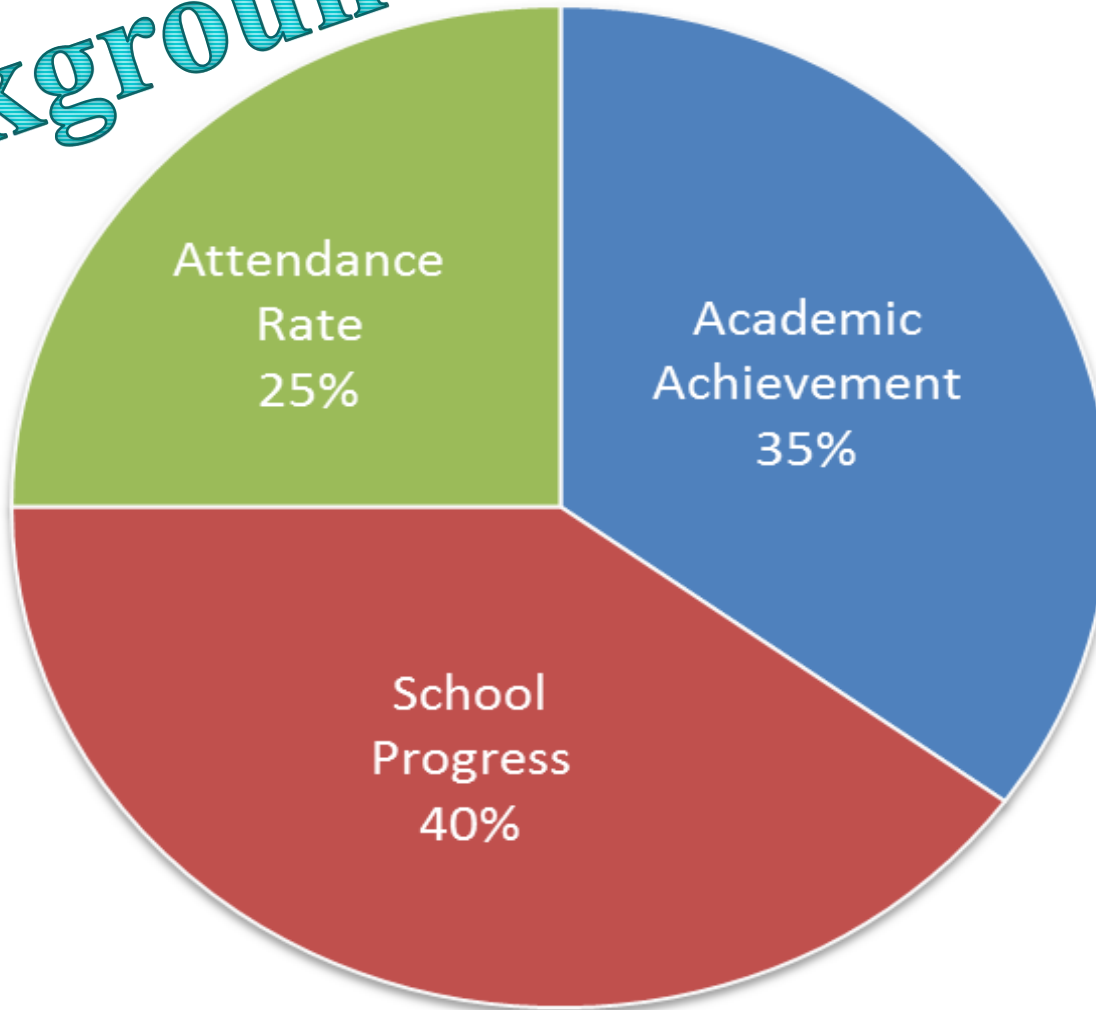


# School Quality and Student Success Indicators



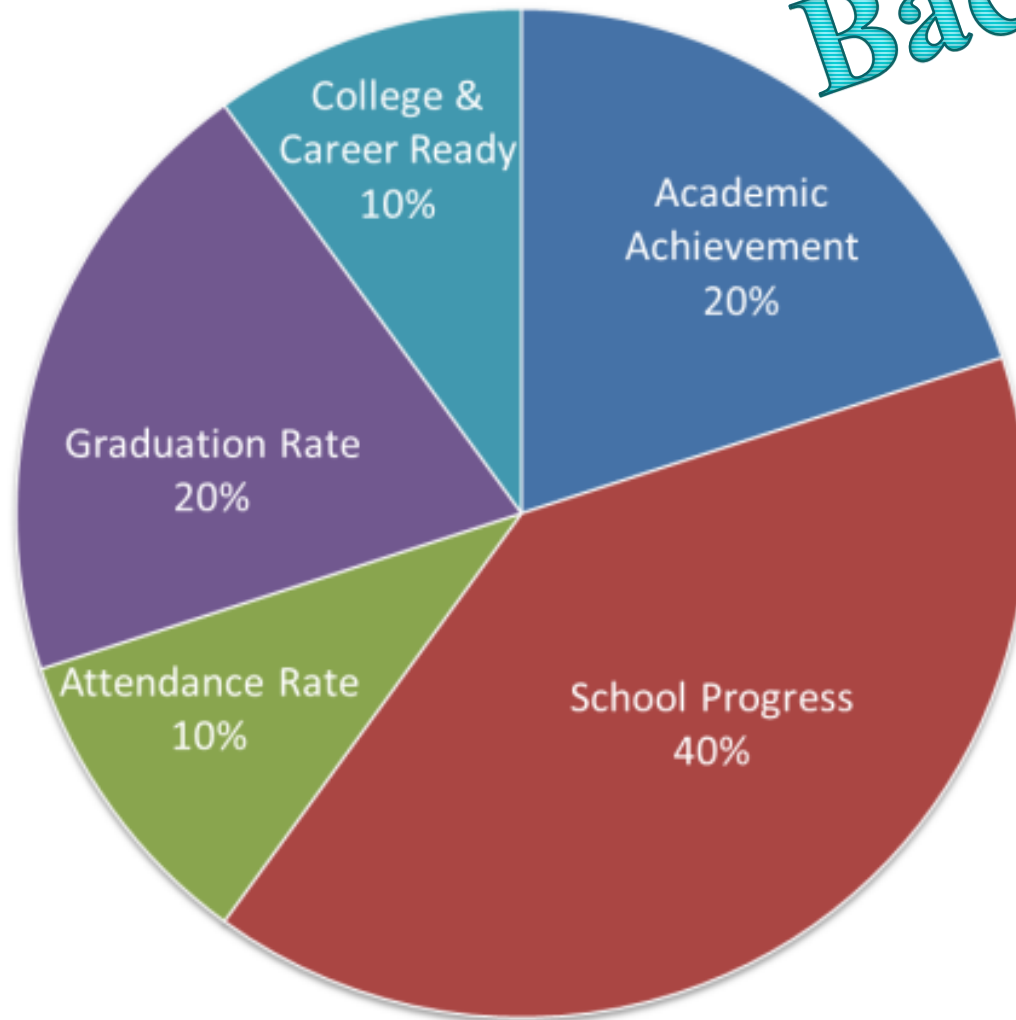
# ASPI Elementary/Middle School Indicator Weightings for Students in Grades K-8

Background






# ASPI High School Indicator Weightings for Students in Grades 9-12

Background





# Star Ratings

ASPI Points	Number of Stars
94 – 100	
85 – 93.99	
65 – 84.99	
55 – 64.99	
0 – 54.99	

Background

# What does ESSA say?

## Required indicators

1. Academic achievement as measured by proficiency on annual assessments
2. Another measure of academic achievement (such as student growth)
3. For high schools, graduation rates
4. Progress of English Learners  
*NEW*
5. A measure of school quality or student success *NEW*

# What does ESSA say?

- States may include additional indicators
- States must weigh the academic measures more heavily than the other indicators
- States will also need to incorporate test participation in their accountability system
- All of these measures must be disaggregated by subgroup
- Much of the interpretation of each of these measures has not been specified in the law

# Examples of School Quality or Student Success

## Examples

- Student engagement
- Educator engagement
- Access to and completion of advanced courses

## Examples

- Postsecondary readiness
- School climate and safety
- Any other indicator that meets the requirement



# Measurement possibilities...

- **Student Engagement**

- Surveys of student engagement at the classroom level
  - e.g. surveys, classroom observations, school level surveys, etc.
- Classroom observations of student engagement
- Surveys of student engagement at the school level
  - Classroom surveys can then be aggregated for the entire school by subgroup

- **Educator Engagement**

- Staff surveys
- Staff retention rates, interviews during school visits, growth in observation scores, lesson plan reviews

- **School Climate & Safety**

- School climate surveys from students, parents, and/or staff members
- Quantitative measures such as suspension rates, attendance/absences, equitable rates by subgroup, cohort retention (how many students enroll in the school the following year)

# Measurement possibilities...

- **Access to and completion of advanced courses**

- Specific measures that are referenced are...
  - Advanced Placement (AP)
  - dual enrollment courses
  - industry level certificates
  - internship completion

- **Post-secondary Readiness**

- SAT/ACT Scores
- Passage of end of course exams
- Proportion of students with access to full curriculum

*Note: Graduation rates are already included for high schools*

- **Other ideas**

- Measures of skills needed for career or college – resilience, tenacity, etc.
- Attendance rates
- Suspension/expulsion rates



- Discuss:
  - What measure and measurement could be used in Alaska for the measure of school quality and student success indicators?
- Respond in Mentimeter or on the paper form, provide 1 – 3 ideas
  - *Example: high school gpa; completion of workplace experience*



# Preparing, Training, and Recruiting High-Quality Principals or other School Leaders

Supporting Effective Instruction



# Background

Alaska has supported principals and other school leaders in a number of ways, including...

- Alaska Administrator Coaching Project (AACP)
- Rural Alaska Principal Preparation Project (RAPP)
- Alaska School Leadership Institute (ASLI)

# Considerations

- Half of new principals quit by the end of their third year on the job, according to a [2014 report](#) from the School Leaders Network.
- The principal's job has been called both the most important in a school building and the loneliest, and the stress it places on individuals is illustrated by its rapid turnover rates, especially in high-poverty schools (Education Week January 2015).
- 60% of principals (source NAESP) report spending less than 1% of their work-day per year in state or district sponsored professional development.
- 40% (of principals) report that their district does not tailor professional development opportunities to meet their specific leadership needs (source NAESP).
- Effective school leadership is second only to teaching among-school related factors in improving student achievement.

# What ESSA says

Title II-A state funds may be used to support school principals by . . .

- Partnering with organizations to provide leadership training and opportunities for principals and other school leaders to hone their craft and bring teams together to improve school structures.
- Offering community of learning opportunities where principals and other school leaders engage with their school teams to fully develop broad curriculum models.
- Developing opportunities for principals and other school leaders to collaborate, problem-solve and share best practices.
- Developing new school leader evidence-based mentoring, induction, and other professional development programs for new school leaders.

ESEA sections 2101(c)(4)(B)(viii), (vii), and (viii); 2103(b)(3)(B) and (E)

# What ESSA says

Title II, Part A state funds may be used to support school principals by . . .

- Reforming school leader certification, tenure systems, or preparation program standards and approval processes, so that school leaders have the instructional leadership skills to help teachers teach and student achieve;
- Developing or improving alternative pathways to school leadership;
- Implementing school leader evaluation and support systems that are based in part on evidence of student academic achievement;
- Recruiting and retaining school leaders who are effective in improving student academic achievement through means that include differential and performance pay for principal in low-income schools and districts.

ESEA sections 2101(c)(4)(B) (i), (iv), (ii), (v), (vii), and (viii)



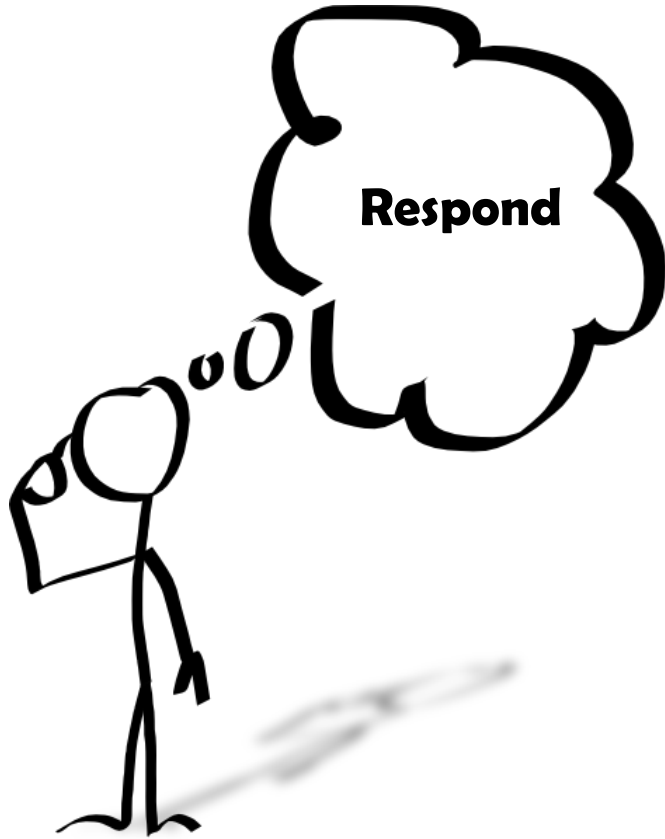
# Where should Alaska focus its resources?

## What are your three top areas?

- Certification requirements
- Professional standards
- Preparation program expectations
- Alternative preparation programs
- Recruitment
- Retention
- Induction
- Mentoring programs
- Professional Development



Where should Alaska focus its resources to support principals? What are your three top areas?



Respond in  
Mentimeter or  
on the paper  
form

# What ESSA says

Title II, Part A state funds may be used for high-quality professional development for principals or other school leaders to . . .

- Prepare all students to meet the challenging State academic standards;
- Effectively integrate technology into curricula and instruction (which may include implementing blended learning);
- Prevent and recognize child sexual abuse;
- Promote instructional leadership in science, technology, engineering, and mathematics (STEM) subjects, including computer science; and
- Integrate career and technical education content into academic instructional practices, which may include training on best practices, regional workforce needs, and transitions to postsecondary education and the workforce.

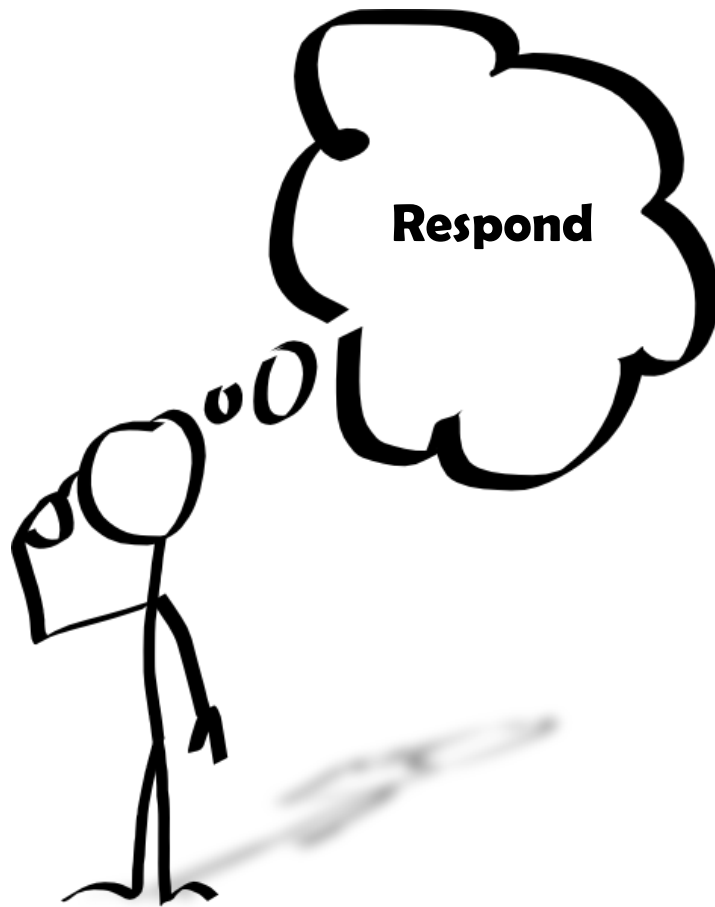
ESEA sections 2101(c)(4)(B) (viii), (ix), (xv), (xvii) and (xviii)

# What content areas should professional development be the focus?

- Preparing **all** students to meet the challenging State academic standards;
- Effectively integrating technology into curricula and instruction (*blended learning*);
- Preventing and recognizing child sexual abuse;
- Promoting instructional leadership in STEM including computer science; or
- Integrating career and technical education content into academic instructional practices.



# What content areas should professional development be the focus?



Respond in Mentimeter  
or on the paper form

# Suggested Statewide Activities to Support Principals and Other School Leaders

- Collaborative Learning
- Building Community Relationships
- Principal Professional Development
- Coaching and Mentoring





# Collaborative Learning Opportunities

A space to support learning and implementing with peers  
(regularly scheduled webinars, online forums, etc.)

## Examples

- Networking opportunities - other school principals
- Cohort group - peer to peer problem solving



# Building Community Relationships

Learning how to build stakeholder relationships, especially with our diverse communities and cultures.

## Examples

- Cross-cultural communications
- Community relationships - staff and parents



# Principal Professional Development

Professional development that is relevant for **principals** and timely provided through various methods (distance and face-to-face)

## Examples

- Induction to the state process and resources
- Instructional Leadership Skills Development



# Coaching or Mentoring

One-to-one coaching of principals, particularly those in their first year, or principal mentoring

## Examples

- State and district coaching programs
- Training on mentoring skills for districts





What level of impact do you think the suggested statewide activities would have?

What is your level of personal interest?

- Collaborative Learning Opportunities
- Building Community Relationships
- Principal Professional Development
- Coaching and Mentoring



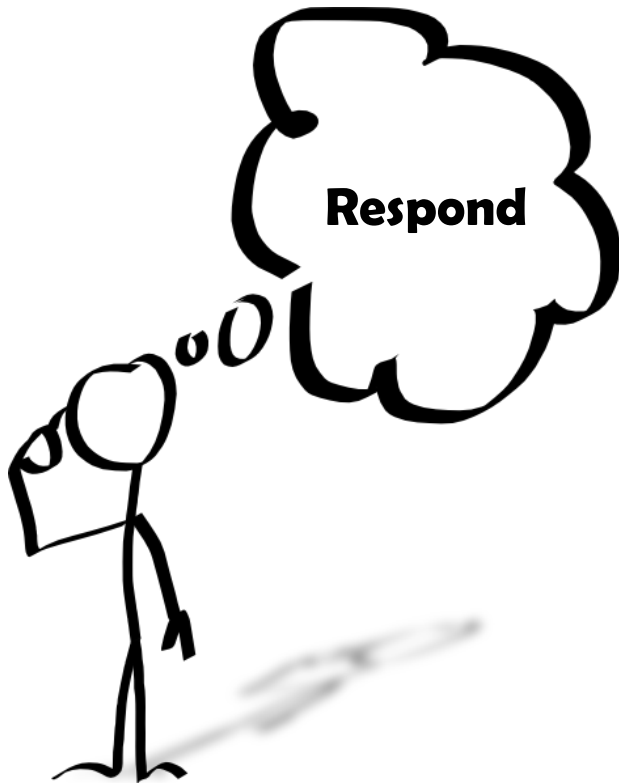
What level of impact do you think the suggested statewide activities would have?

What is your level of personal interest?



Respond in Mentimeter or on the paper form

What other considerations or ideas do you have concerning support for principals or other school leaders in Alaska?



Respond in Mentimeter or on the paper form



# Wrap-Up and Next Steps

- Exit ticket
  - Last three questions in Mentimeter
- Completion of credit
  - Check your email
  - Contact: Sondra Meredith  
[sondra.meredith@alaska.gov](mailto:sondra.meredith@alaska.gov)  
(907) 465-8663



# DEED ESSA Development Team & Roles



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Policy Coordinator



Brian Laurent  
Accountability Lead



Deb Riddle  
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Todd Brocious  
Title IVA 21<sup>st</sup> Century  
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Cecilia Miller  
Title IIA Teachers & School  
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# DEED ESSA

## Development Team Contact Info

*Thank  
you*



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